



KINE 1P93
Library Seminar
Fall 2023 term

Ian Gordon



Ian Gordon, Teaching & Learning Librarian



Library Seminar Agenda

- Top 10 resources you should know about!
- Scholarly resources – books
- Scholarly resources – databases
- Scholarly resources – articles
- Where, how and when to get help!

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[Library](#) / [Research Guides](#) / [Child and Youth Studies](#) / Welcome

Child and Youth Studies

Recommended resources for finding research in the field of child and youth Studies

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[COURSE GUIDES](#)

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Welcome!

This guide brings together recommended resources for finding and doing research in the field of **Child and Youth Studies**. Here you'll find links to key resources for finding peer-reviewed journal articles, books, news sources and more. Use the tabs on the left to navigate through the guide or start by exploring the **Key Resources** below.

Key Resources

- [Omni](#) 
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Kinesiology

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Kinesiology

What is this guide for?

This guide has been designed as a general program guide and is curated by [Brock librarians](#). It features links to most often used resources such as databases for books, peer-reviewed journal articles, theses, dissertations, open educational resources (OEDs), systematic reviews, and more. Use the tabs on the left to navigate through the web page.

Selective course-related guides are provided when appropriate every term.

KINE 1P93 Library Seminar Fall 2023 ppt [slides](#) (PDF) and [video](#).



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5) Essay (Value 7.5% + 12.5%= 20%)

Students are required to write a research essay on a topic selected by each student. A list of essay topics is provided in Appendix 1 of this course syllabus. *The essay must have a thesis and present an argument or analysis of some key issues based upon primary and/or secondary scholarly research.* As a thesis statement is included in the list of topics, students should incorporate the statement anywhere in the essay. Each paper is to represent original and independent work, and should contain evidence of research on the topic; students may not use any material from an essay previously handed in for this course or for another course.

Turnitin.com, the software package designed to reveal plagiarism, will be utilized when students upload their essays onto Brightspace and a similarity index created. Students are encouraged to check the similarity index and alter quoted material (direct or indirect) if the index is high.

Essay Draft 1 (7.5%):

The purpose of the assignment is to improve your research skills, ideas and writing. There are three related parts to this assignment.

First, students should enrol in and complete the Research Fundamentals Online Course that is run through Brock Library. Click on this link to enrol in the course:

<https://brightspace.brocku.ca/d2l/le/discovery/view/course/73528>

This course contains four units of work and can be completed in your own time. Upon completion you will receive a PDF certificate as proof of completion. This should be



The final essay should include:

- 5 pages of text (*excluding* title page and reference page) typed, double spaced with one-inch margins, in American Psychological Association (APA) format. Font: Times New Roman, 12-point size.
- A minimum of 4 peer-reviewed, academic sources (i.e academic books and journal articles; not newspapers or magazines such as *Sports Illustrated*) must be included in the essay.
- Evidence of engagement with academic literature (citing direct or indirect quotes) and the student's own words to support a particular premise or thesis.
- A title page (see sample on Brightspace)
- A reference list on a separate page. Electronic references must state a document title or description, a date (either the date of publication or date of retrieval) and address (URL).

Risky play: Who benefits more, boys or girls?

Risky play: Who benefits more, boys or girls?

What can be understood about children's engagement with the world in an early childhood environment that is conducive to and supportive of risky play?

Is there a gender basis for who benefits more from "risky play" as a form of movement education?

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- Where, how and when to get help!

Top 10 resources you should know about!

1. Zotero
2. Zotero
3. Omni
4. Borrowing from Other Libraries
5. Brock Library Library Research Guides KINE CHYS
6. Google Scholar
7. Google Books
8. Advanced Google searching
9. When where and how to get help!
10. Book a Consultation



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Risky play: Who benefits more, boys or girls?



2020

Supporting Young Children's

Risky Play

What is Risky Play?

Risky play can be defined as any play that is thrilling or exciting and involves some risk of injury. There are six key factors of risky play:

1. Height and elevation
2. Speed and momentum
3. Use of risky or adult tools
4. Interaction with natural elements
5. Play with a chance of "getting lost" - *hiding in the bushes or wandering in the woods*
6. Rough-and-tumble play- *play fighting*

Why is Risky Play important?

Risky play helps children develop resilience, executive functioning skills, self-confidence, and risk-assessment abilities. Each time they engage in risky play they are engaging in their own science experiment: pushing themselves out of their comfort zone without knowing what the exact outcome will be. Risky play allows children to learn their own limits and find out what they feel comfortable with. This awareness helps reduce the risk of injury as children learn to identify the point when they might need to stop to reassess the situation.

As they continue to gain experience with risky play, children can help identify when certain situations may be unsafe, and brainstorm how to make something safer. For example, if there is a large rock they want to climb but there are thorn bushes at the bottom, you might ask your child what they could do about that - how they might solve the problem in order to keep their body safe. Of course, as an adult you know that the solution might be to move the thorny bushes out of the way, or to climb up from the other side of the rock - but engaging your child in the problem-solving process will provide a foundation for their future independent risk-assessment abilities.

A simple definition may be that "Risky play can be defined as any play that is thrilling or exciting and involves Some risk of injury..." (Boston University Children's Centre, 2020).

Boston University Children's Centre.(2020).

*Supporting
young children's risky play.*

<https://www.bu.edu/childrens-center/files/2020/07/Risky-Play.pdf>

[Have you considered the benefits of risky play?](#)

Medicine Hat News
January 11, 2020 Saturday
Final Edition

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Section: LIFESTYLES; Pg. B3

Length: 782 words

Byline: Shauna Perrior Childcare Chatter, Medicine Hat News

Body

As a parent today, we know that things were different during our childhood. We talk about how we watched for the streetlights to come on as a signal that it was time to come inside. Yet the idea of allowing our own children to enjoy this freedom is fraught with fear.

While we have probably heard the words "risky play" before, it can be helpful to understand what elements help comprise healthy and developmentally appropriate risk in children's play. Early childhood educator and author of "Embracing Rough and Tumble Play," Mike Huber has us think of risk vs. hazard and says; "hazards are dangers that a child cannot easily see or predict whereas a risk is something that a child can see and can perform an assessment thereof." Not only is it fun for children to engage in play that might look scary to adults and caregivers but it teaches them much about themselves and their abilities. Children learn self-confidence, risk assessment and management as well as resilience through facing challenges and learning about their own capabilities. Though well intentioned, calling out too many "be carefals" teaches children that danger is all around them and that they cannot be trusted to make responsible decisions.

Mariana Brussoni is a developmental child psychologist and professor at both the University of British Columbia and BC Children's Hospital and has been studying for years the benefits of risky play and injury prevention. She asserts that there are six key factors to risky play which include: Heights, speed, dangerous tools, exposure to elements, rough and tumble play and unsupervised play. It is also important to note that she asserts that allowing more risky play actually lowers rates of injury.

It can be challenging to watch your child scale a high hill or structure, run or ride their bike at seemingly breakneck speeds. But if we can remember that when trusted to do so, children will innately tap into their body and assess rather quickly how in or out of control they are. For young children in particular, this might mean that you are nearby but are not hovering and are observing without making comments.

Allowing children dangerous tools such as a real hammer and nails to build with or a vegetable peeler to help prepare dinner is also important in giving the child the opportunity to feel a sense of risk and to gain mastery and confidence over a task. For young children or children unused to this sort of play, having a responsible adult nearby to lay out how to use these tools responsibly and then step away again is critical. Remember, this is about reducing hazards, not eliminating risk.

Rough and tumble play is probably exactly what you think it is - play fighting! It also includes rolling down hills, jumping, somersaults and cartwheels. Unfortunately, these things are all too often discouraged. But, they are also important components of a child's play and, therefore, social and emotional development. These things teach children boundaries with other children, about comfort zones and about the limits of their own bodies.

This ideal of risky play is reflected in popular news when commenting that "Children learn self-confidence, risk assessment and management as well as resilience Through facing challenges and learning about their own capabilities..." (Perrior, 2020, B3).

Perrior, S. (2020, Jan 11). Have you considered the benefits of risky play? *Medicine Hat News*, B3.

**(RE)CONSIDERING (RISKY) PLAY IN A
CANADIAN EARLY CHILDHOOD CONTEXT**

by

Melanie Walters

B.A., Capilano University, 2015

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS

in

THE FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES
(Early Childhood Education)

THE UNIVERSITY OF BRITISH COLUMBIA
(Vancouver)

April 2020

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2.13 Summary

This chapter provides a review of research that is relevant to the importance of play and the unsettling decline in play freedoms over the past few decades. The review began by discussing play as an integral aspect to inquiry, experimentation and transformation in learning about the world around oneself and highlighting the importance of play as being freely chosen, desirable, intrinsically motivating, engaging and creative (Gray, 2013).

Next the review discussed both the contextualization and conceptualization of risky play. It was determined that natural outdoor, non-traditional environments were the most conducive physical features to affording risky play opportunities where children could explore in ways that resulted in feelings of thrill, excitement and fearful fun. Sandseter (2007, 2009) offered the

24

Walters (2020) helps to define this concept when commenting that “...risky play [affords] opportunities where children *can* explore in ways that resulted in feelings of thrill, excitement and fearful fun” (24).

Walters, M. (2020). (Re)considering (risky play) in a Canadian early childhood context [Master’s thesis, University of British Columbia]. Vancouver.
<https://open.library.ubc.ca/soa/cIRcle/collections/ubctheses/24/items/1.0389894>



Parents' and Early Childhood Educators' Attitudes and Practices in Relation to Children's Outdoor Risky Play

Laura McFarland¹ · Shelby Gull Laird²

© Springer Science+Business Media New York 2017

Abstract This study contributes to the understanding of early childhood educators' and parents' attitudes and practices in relation to outdoor risky play for children. This study included 26 early childhood educators and 112 parents in rural and metropolitan areas of Australia and the United States. Participants completed an online survey about their perspectives and practices related to the provision of opportunities for children to engage in outdoor risky play. Questions also investigated reasons that prevented participants from providing such opportunities for children. Findings indicated that most educators thought it was important for children to be provided opportunities for outdoor risky play and did provide appropriate activities. Types of outdoor risky play opportunities fell into the categories of supporting large motor skills, supporting free exploration of the environment, and supporting assessment of risk. However, educators located in Australia rated outdoor risky play opportunities as significantly more important compared to educators in the US. Many parents also felt outdoor risky play was important and provided appropriate activities. Opportunities provided by parents fell into the same categories as educators, with additional features of nervousness and a desire to avoid hovering. Many parents identified the young age of the child and safety

concerns as barriers. Implications for research and practice are discussed.

Keywords Outdoor play · Early childhood · Risky play · Teacher beliefs · Parent beliefs

Literature Review

Introduction

Most young children seek out and enjoy challenging outdoor play (Stephenson 2003). Risky play can be defined as a thrilling and exciting activity that includes some risk of injury. Often, risky play provides children with opportunities to challenge themselves, test limits, explore boundaries and learn to make decisions about injury and risk (Little and Wyver 2008; Sandseter 2007). Some "risky" activities include climbing, jumping, balancing, hanging upside down and sliding (Tovey 2010). Sandseter (2007) suggests that common themes in risky play are children's sense of excitement, exhilaration, a desire to overcome fear and feeling "out of control".

There is little doubt that children's outdoor risky play is beneficial for children (Little and Wyver 2008). However, there are various factors that diminish children's opportunities to take part in outdoor risky play. In today's increasingly regulated and controlled society, safety concerns have led to reduced opportunities for such play (Tovey 2010). Although children's risk of injury may be reduced by these actions, there may be long-term risks associated with lack of risky play opportunities, such as diminished psychological well-being (Tranter 2005) and other detrimental effects of inactivity (Little and Wyver 2008). In fact, today's children in Western cultures spend more time watching

McFarland and Laird (2017) define risky play as "...a thrilling and exciting activity that includes some risk of injury" (159).

McFarland, L., & Laird, S. G. (2018). Parents' and early childhood educators' attitudes and practices in relation to children's outdoor risky play. *Early Childhood Education Journal*, 46(2), 159–168. <https://doi.org/10.1007/s10643-017-0856-8>

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10.1007/s10643-017-0856-8

Cite

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McFarland, L., & Laird, S. G. (2018). Parents' and early childhood educators' attitudes and practices in relation to children's outdoor risky play. *Early Childhood Education Journal*, 46(2), 159-168. <https://doi.org/10.1007/s10643-017-0856-8>

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Bibliography

American Psychological Association 7th edition





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Book

Routledge International Handbook of Play, Therapeutic Play and Play Therapy

Edited By Sue Jennings, Clive Holmwood

Edition	1st Edition
First Published	2020
eBook Published	29 November 2020
Pub. Location	London
Imprint	Routledge
DOI	https://doi-org.proxy.library.brocku.ca/10.4324/9780429327230
Pages	446
eBook ISBN	9780429327230
Subjects	Behavioral Sciences

Chapter 31 | 11 pages

What am I doing out here?!

Exploring the challenge for play therapy in the outdoors

By Alison Chown

Abstract ^

In this chapter I will discuss why a growing number of play therapists are also choosing to step beyond the playroom door and work in the outdoors and the contribution that the playwork tradition and ethos of Forest School has made to this aspect of our working. In doing this, I will explore whether working outside challenges the notion that we are still 'doing' play therapy or if we are merely engaged in therapeutic play by considering some definitions of both. I will also reference this to key principals in BAPT's Ethical Basis for Good Practice in Play Therapy and the core competencies for play therapists and suggest how these ensure we remain play therapists 'doing' play therapy wherever that work takes place. I will give voice to concerns expressed to me by other play therapist relating to the need to retain a clear difference between therapeutic play and play therapy in order to ensure our clients gets the appropriate support for their often long-standing and complex developmental needs.

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WHAT AM I DOING OUT HERE?!

Exploring the challenge for play therapy in the outdoors

Alison Chown

Over the past decade or more there has been a growing concern about the disconnect our children have from nature and the outdoors and the impact this can have on all aspects of their development. MacFarlane (2015:323) notes that:

We live in an era of diminishing childhood contact with nature, and landscapes outside the urban . . . the so-called 'roaming radius' – tightened from generation to generation. . . (has) cinched right down to house, garden and pavement.

Louv (2005) described this as a 'nature deficit disorder' and is credited by many as starting the movement to reconnect children and nature. Here in the UK there has been a rapid rise in the number of organisations offering play activities, wild play and therapeutic play in nature as a way to build resilience in children and young people and to encourage them back outside. With the publication of my books *Play Therapy in the Outdoors* (2014) and *A Practical Guide to Play Therapy in the Outdoors* (2017), the play therapy movement in England is catching up with these developments and, more importantly, there is a growing number of play therapists who are either working in outdoor spaces or interested in taking that step through the playroom door. The Collaboration of Outdoor Play Therapists network (COOPT), set up in late 2017 as a space to consider best practice and exchange ideas, already has around 50 members with more joining at each new event. One of the topics of conversation has been around how we differentiate what we as play therapists do when we are outside from what organisations offering therapeutic or nature play activities do.

As a qualified and experienced play therapist working in schools since 2004, and in outdoor spaces since 2010, I have often heard both teachers and support staff say something like "Oh yes, we do play therapy when we have golden time" or "But we already do play therapy in our nurture group," and I have to explain that whilst play can be therapeutic, play therapy is very different, not least because I had to train part time for two years at post-graduate level, write lots of assignments and have two years of personal therapy! But these conversations do raise the question of what the perception is of play therapy, therapeutic play or playwork and what is seen to be the difference. And for those of us who have taken our practice outside, such comments might cause us to ask "Are we still 'doing' play therapy if we're not in the playroom

Risky play within movement speaks to children engaging
In "...wild play and therapeutic play in nature as a way of building
resilience... and to encourage them to back outside" (Cown 2023, 360).

Chown, A. (2023). What am I doing out here?! Exploring the challenge for play therapy in the outdoors. In S. Jennings & C. Holmwood, C. (Eds). *Routledge international handbook of play, therapeutic play and play therapy* (pp. 360-375). Routledge.

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gender "risky play"



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The SAGE Handbook of Outdoor Play and Learning

Tim Waller, Eva Årlemalm-Hagsér, Ellen Beate Hansen Sandseter · 2017

FOUND INSIDE

Similarly, gender differences might occur in children's risky play, where they experience feelings of fear and perform adventurous physical activities (Sandseter, 2011). Hillier and Morrongiello (1998) note that boys and girls have ...

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Understanding Gender and Early Childhood: An Introduction to ...

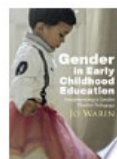
Jo Josephidou, Polly Bolshaw · 2020

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Like Emilsen and Koch (2010), Sandseter (2014) has explored how male practitioners may be able to offer a specific contribution to practice in risky play. She collected data from 116 practitioners in Norway (of whom 20% were male) to ...

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Gender in Early Childhood Education: Implementing a Gender ...

Jo Warin · 2023

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Implementing a Gender Flexible Pedagogy Jo Warin ... One of these is about the value of 'risky play' for children whilst the other is a problematic discourse about the potential contribution of ex-military personnel to teaching.

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Early childhood education and care practitioners' perceptions of children's **risky play**; examining the influence of personality and **gender**

[EBH Sandseter](#) - Early child development and care, 2014 - Taylor & Francis

... In the present study, these categories constitute the operationalisation of **risky play** used as a basis for the questionnaire and the mutual understanding of the definition of **risky play** ...

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Risky play and parenting styles

[N Cevher-Kalburan](#), A Ivrendi - Journal of Child and Family Studies, 2016 - Springer

... **risky play** children engage in takes place primarily outdoors. However, in this study, the particular place where **risky play** ... ' **gender** and practices of **risky play**. Mothers did not consider ...

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[HTML] The prevalence of **risky play** in young children's indoor and outdoor free play

[EBH Sandseter](#), R Kleppe, [OJ Sando](#) - Early Childhood Education Journal, 2021 - Springer

... Another aim of this study was to look at how the frequency of **risky play** is associated with individuals, **gender**, age, and the environment (ie, outdoor/indoor). As mentioned, on the ...

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Encyclopedia on Early Childhood Development

<https://www.child-encyclopedia.com/expert> PDF

Outdoor Risky Play

May 2, 2019 — Risky play has emerged as a topic of interest for researchers, parents, early childhood education and care (ECEC) practitioners/teachers and ...



The Education Hub

<https://theeducationhub.org.nz/2020/12/Pro...> PDF

Promoting children's risky play in outdoor learning ...

In recent years there has been growing concern about children's access to outdoor play, particularly the extent to which an over-emphasis on safety and ...

6 pages



Haldimand Norfolk REACH

<http://www.hnreach.on.ca/service-files/Issue...> PDF

EarlyON Newsletter July 6 - 10 Risky Play

Jul 6, 2020 — When you think of risk, what do you think of? Is it something you embrace, or something you shy away from? Do you remember what.

4 pages



CORE

<https://core.ac.uk/download/pdf> PDF

Risky-Play at School. Facilitating Risk Perception and ...

by ALE Bertrandsb · Cited by 109 — Recent research indicates that risk competence and perception can be improved through the learning environment. The project 'Riscki' examined...

28 pages



Public Health Association of BC

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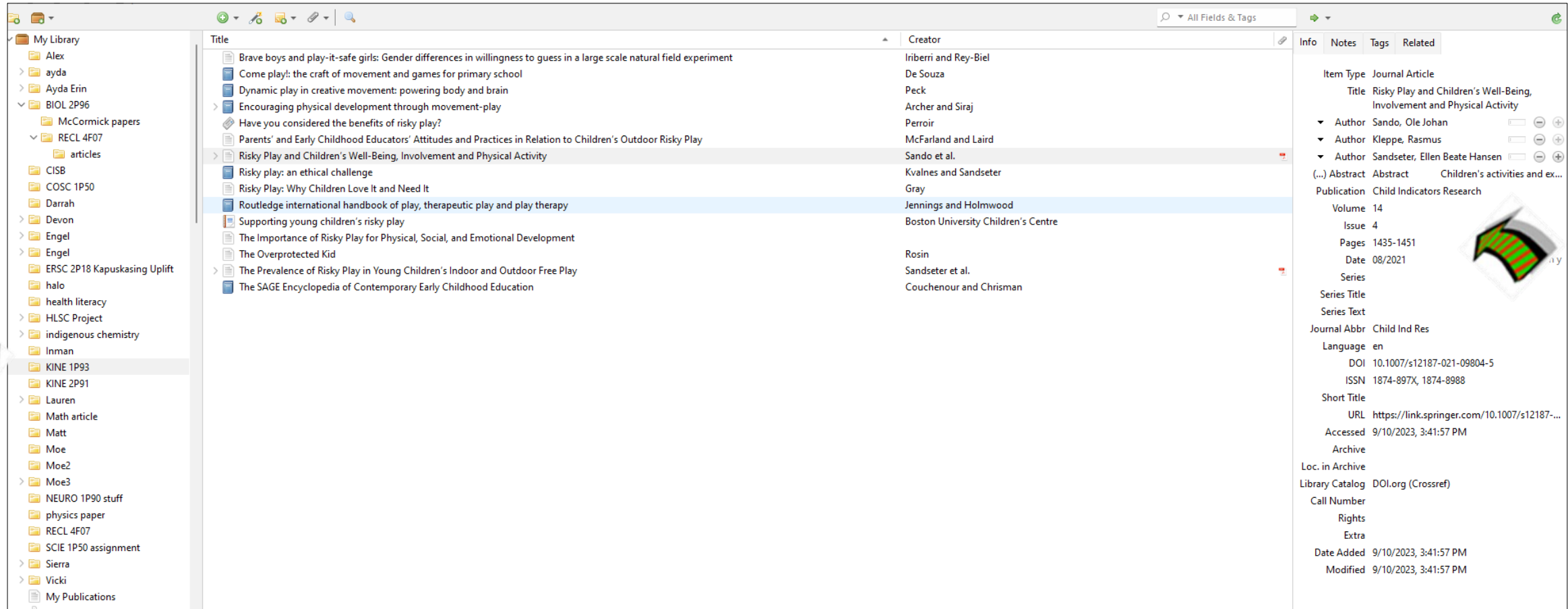
Outdoor Risky Play

Nov 27, 2018 — Think about your childhood play activities... • What was your favorite thing to do? • Where were you? • Who was typically with you?

18 pages

https://www.zotero.org/

zotero



The screenshot displays the Zotero desktop application interface. On the left, a sidebar shows a hierarchical view of the library, with folders like 'My Library', 'Alex', 'ayda', 'Ayda Erin', 'BIOL 2P96', 'McCormick papers', 'RECL 4F07', 'articles', 'CISB', 'COSC 1P50', 'Darrah', 'Devon', 'Engel', 'Engel', 'ERSC 2P18 Kapuskasing Uplift', 'halo', 'health literacy', 'HLSC Project', 'indigenous chemistry', 'Inman', 'KINE 1P93', 'KINE 2P91', 'Lauren', 'Math article', 'Matt', 'Moe', 'Moe2', 'Moe3', 'NEURO 1P90 stuff', 'physics paper', 'RECL 4F07', 'SCIE 1P50 assignment', 'Sierra', 'Vicki', and 'My Publications'. The main pane shows a list of items with columns for 'Title' and 'Creator'. The selected item is 'Risky Play and Children's Well-Being, Involvement and Physical Activity' by Sando et al. The right pane shows the 'Info' tab for this item, displaying details such as 'Item Type: Journal Article', 'Title: Risky Play and Children's Well-Being, Involvement and Physical Activity', 'Author: Sando, Ole Johan', 'Author: Kleppe, Rasmus', 'Author: Sandseter, Ellen Beate Hansen', 'Publication: Child Indicators Research', 'Volume: 14', 'Issue: 4', 'Pages: 1435-1451', 'Date: 08/2021', 'Series', 'Series Title', 'Series Text', 'Journal Abbr: Child Ind Res', 'Language: en', 'DOI: 10.1007/s12187-021-09804-5', 'ISSN: 1874-897X, 1874-8988', 'Short Title', 'URL: https://link.springer.com/10.1007/s12187-...', 'Accessed: 9/10/2023, 3:41:57 PM', 'Archive', 'Loc. in Archive', 'Library Catalog: DOI.org (Crossref)', 'Call Number', 'Rights', 'Extra', 'Date Added: 9/10/2023, 3:41:57 PM', and 'Modified: 9/10/2023, 3:41:57 PM'. A small icon of a book with a green and yellow cover is visible in the bottom right corner of the right pane.

Title	Creator
Brave boys and play-it-safe girls: Gender differences in willingness to guess in a large scale natural field experiment	Iriberry and Rey-Biel
Come play!: the craft of movement and games for primary school	De Souza
Dynamic play in creative movement: powering body and brain	Peck
Encouraging physical development through movement-play	Archer and Siraj
Have you considered the benefits of risky play?	Perroir
Parents' and Early Childhood Educators' Attitudes and Practices in Relation to Children's Outdoor Risky Play	McFarland and Laird
Risky Play and Children's Well-Being, Involvement and Physical Activity	Sando et al.
Risky play: an ethical challenge	Kvalnes and Sandseter
Risky Play: Why Children Love It and Need It	Gray
Routledge international handbook of play, therapeutic play and play therapy	Jennings and Holmwood
Supporting young children's risky play	Boston University Children's Centre
The Importance of Risky Play for Physical, Social, and Emotional Development	
The Overprotected Kid	Rosin
The Prevalence of Risky Play in Young Children's Indoor and Outdoor Free Play	Sandseter et al.
The SAGE Encyclopedia of Contemporary Early Childhood Education	Couchenour and Chrisman

Info Notes Tags Related

Item Type Journal Article

Title Risky Play and Children's Well-Being, Involvement and Physical Activity

Author Sando, Ole Johan

Author Kleppe, Rasmus

Author Sandseter, Ellen Beate Hansen

Publication Child Indicators Research

Volume 14

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Pages 1435-1451

Date 08/2021

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Series Title

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Language en

DOI 10.1007/s12187-021-09804-5

ISSN 1874-897X, 1874-8988

Short Title

URL https://link.springer.com/10.1007/s12187-...

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Library Seminar Agenda


- Top 10 resources you should know about!
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
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Risky Play: An Ethical Challenge

Kvalnes, Øyvind ; Hansen Sandseter, Ellen Beate

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“ This open access book brings together current childhood research and contemporary ethical theory to draw attention to how children depend upon a scope of action for risky play for their mental and physical development...”



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	Description	<p>This open access book brings together current childhood research and contemporary ethical theory to draw attention to how children depend upon a scope of action for risky play for their mental and physical development. In many countries, the opportunities for children to play away from adults' close attention have decreased. At both school and home, protection and avoidance of harm take increasing priority. This book draws a distinction between do-good ethics and avoid-harm ethics to highlight ethical tensions and dilemmas encountered by professionals who work with children, and suggests better ways to balance these ethical dimensions in approaching risky play.</p>
	Identifier	<p>ISBN: 9783031255526 ISBN: 3031255526 ISBN: 3031255518 ISBN: 9783031255519 EISBN: 9783031255526 EISBN: 3031255526 DOI: 10.1007/978-3-031-25552-6 OCLC: 1372397218</p>



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Kvalnes, Ø., & Hansen Sandseter, E. B. (2023). *Risky play: An ethical challenge*. Springer International Publishing. <https://doi.org/10.1007/978-3-031-25552-6>

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Understanding Gender and Early Childhood: An Introduction to ...

Jo Josephidou, Polly Bolshaw · 2020

This book is an essential read for those studying on Early Years and Early Childhood courses, along with practitioners and anyone else who wants to develop their understanding of the most pressing issues relating to gender and early ...

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Nicola Yelland · 2002

This book will explore the ways in which young children perceive themselves and are viewed by others in terms of their gendered identities as individuals and as members of society.

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Supporting Gender Diversity in Early Childhood Classrooms: A ...

Julie Nicholson, Julia Hennock, Jonathan Julian · 2019

By offering practical steps for adults who work with young children to build inclusive and intentional spaces where all children receive positive messages about their unique gender selves, this book increases awareness about gender ...

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CHAPTER

1

Introduction

Still talking about gender?

Introduction

It's 2019; everywhere we look we can see female leaders, powerful women, enjoying success like never before. Our (predominantly female) students tell us that they can do anything they want to in life, that they are not hampered by their gender and that it is purely personality that determines what their opportunities will be. In the same breath, they recount stories of being followed home in the dark, men unable to keep their hands to themselves in public spaces and how differently their brother is treated by their parents. We have decided to keep talking about gender and believe that if you are going to work with young children and impact positively on their lives, then you should be talking about it too. In this first chapter we will:

- build your understanding of what is meant by the term 'gender' using key theoretical lenses,
- explore some of the reasons why it is important to consider gender issues in the context of early childhood,
- highlight the structure of the book and how the chapters are linked and build on each other.

We will consider how, despite major advances in gender equality over the last 50 years, it continues to be important to examine the impact of gender issues in the UK and beyond (Girlguiding, 2018; UN Women, 2017) particularly if we work with young children and their families. We will explore how gender issues at a macro level shape early childhood and, conversely, how what happens in the early years impacts on how society moves forward in relation to gender. We will consider the problematic nature of talking about gender (Ashley, 2003; Rohrmann and Brody, 2015) and define what we mean by the term 'gender' as a social construction, in contrast to the biological label of 'sex'. We will set out the feminist, post-structuralist approach of the book, which Robinson and Jones Diaz (2006) assert can be helpful in challenging 'normalising discourses that operate on micro and macro levels' (p. 17). At the same time, we will explore some of the difficulties in adopting a binary approach for this kind of discussion (Butler, 1990). We will briefly introduce some key theoretical thinkers on gender who can help us understand the gendered discourses (Burn and Pratt-Adams, 2015) and gendered behaviours we may observe in the early years workplace.

What do we mean by the term gender?

The minute we use the word 'gender' we open a whole can of worms. What do we actually mean? We can draw on theoretical models to look for definitions but what does gender mean to the person in the street, to the parents of the children some of you work with in the early years setting, or your colleagues and fellow students who work alongside you? It may seem like a simple term but like many simple terms it is highly contentious and open to debate. In this section of the chapter we will set out the definitions of gender we will use in this book; at the same time, we recognise its problematic nature. We will also highlight some of the key writers on gender who have helped us arrive at these definitions.

The problematic nature of talking about gender

Often conversations about gender can turn into arguments, or we can begin to contradict ourselves,

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Josephidou, J., & Bolshaw, P. (2020). *Understanding gender and early childhood: An introduction to the key debates*. Routledge, Taylor & Francis Group.

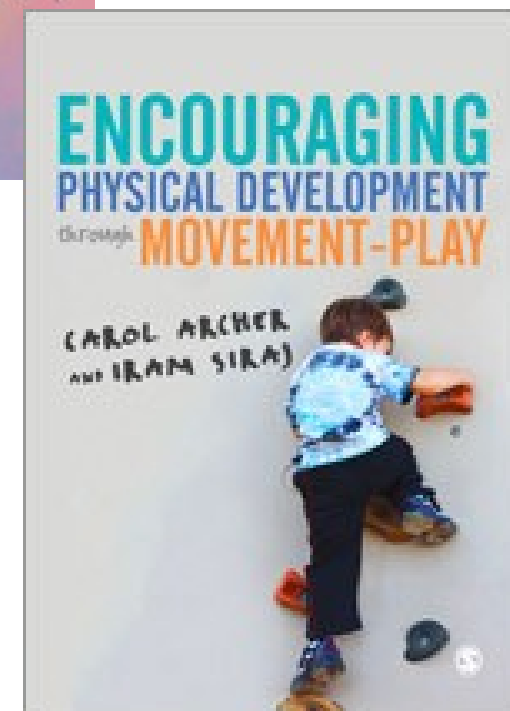
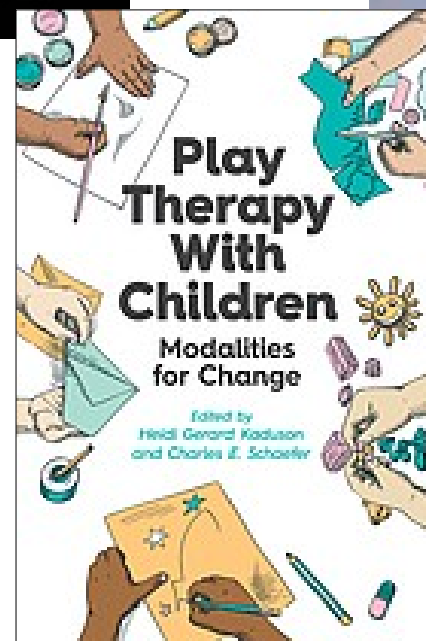
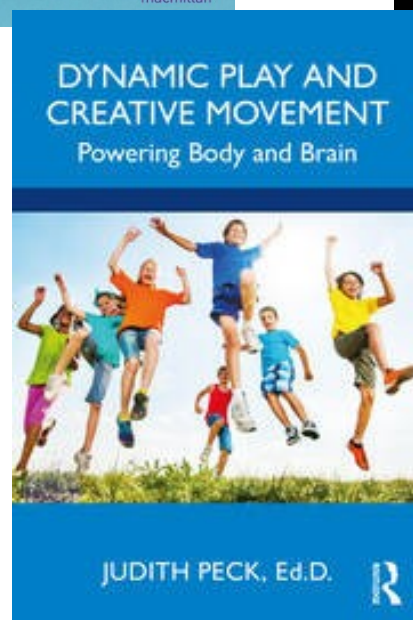
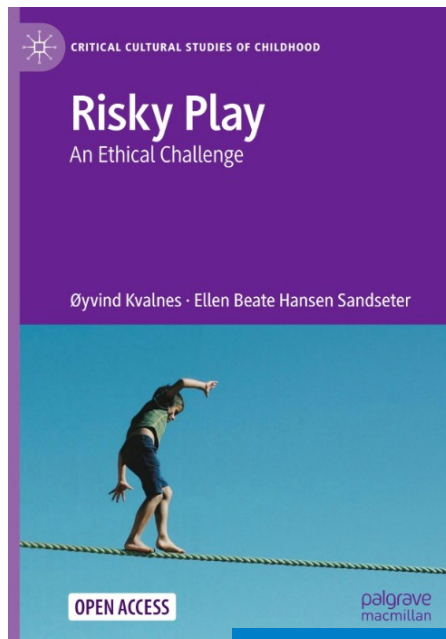
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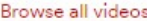



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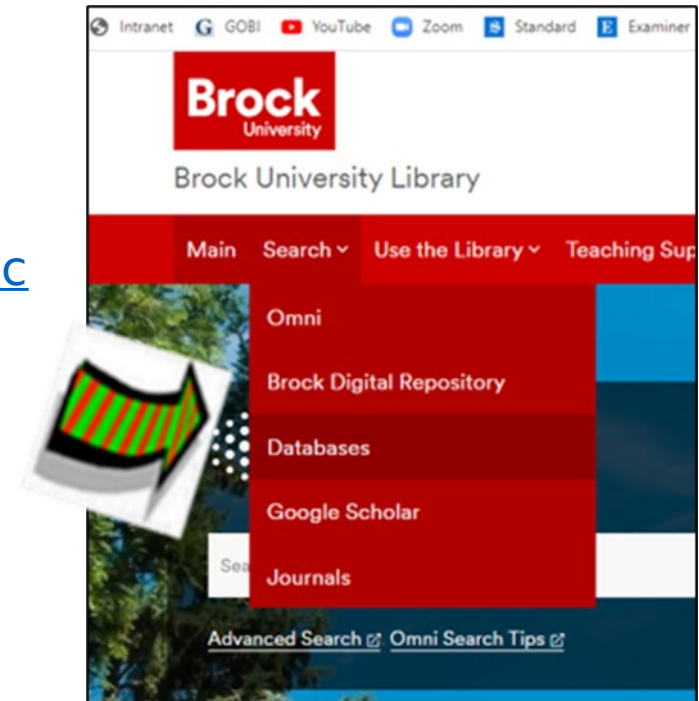
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[EBH Sandseter](#) - Early child development and care, 2014 - Taylor & Francis



... In the present study, these categories constitute the operationalisation of **risky play** used as a basis for the questionnaire and the mutual understanding of the definition of **risky play** ...

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[N Cevher-Kalburan](#), A Ivrendi - Journal of Child and Family Studies, 2016 - Springer



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[M Brussoni](#), T Ishikawa, S Brunelle... - Journal of Environmental ..., 2017 - Elsevier

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Is there a gender basis for who benefits more from "risky play" as a form of movement education?

1. Risky play
2. Children
3. Gender

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What can be understood about children's engagement with the world in an early childhood environment that is conducive to and supportive of risky play?

Is there a gender basis for who benefits more from "risky play" as a form of movement education?

1. Risky play
2. Children
3. Gender



Risky play: Who benefits more, boys or girls?

1. risky play
2. children
3. gender

1. “risky play” or “free play” or “risk-taking play” or “unstructured play” or “adventure-based play” or “outdoor play”

2. child*

3. girl* or boy* or gender* or female or male

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Risky outdoor play has been associated with promoting children's health and development, but also with injury and death. Risky outdoor play has diminished over time, concurrent with increasing concerns regarding child safety and emphasis on injury prevention. We sought to conduct a systematic review to examine the relationship between risky outdoor play and health in children, in order to inform...

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Injury prevention plays a key role in keeping children safe, but emerging research suggests that imposing too many restrictions on children's outdoor risky play hinders their development. We explore the relationship between child development, play, and conceptions of risk taking with the aim of informing child injury prevention. Generational trends indicate children's diminishing engagement in...

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Abstract

Injury prevention plays a key role in keeping children safe, but emerging research suggests that imposing too many restrictions on children's outdoor risky play hinders their development. We explore the relationship between child development, play, and conceptions of risk taking with the aim of informing child injury prevention. Generational trends indicate children's diminishing engagement in outdoor play is influenced by **parental** and societal concerns. We outline the importance of play as a necessary ingredient for healthy child development and review the evidence for arguments supporting the need for outdoor risky play, including: (1) children have a natural propensity towards risky play; and, (2) keeping children safe involves letting them take and manage risks. Literature from many disciplines supports the notion that safety efforts should be balanced with opportunities for child development through outdoor risky play. New avenues for investigation and action are emerging seeking optimal strategies for keeping children "as safe as necessary," not "as safe as possible." This paradigm shift represents a potential for epistemological growth as well as cross-disciplinary collaboration to foster optimal child development while preserving children's safety.

Keywords

Author Keywords: injury prevention; outdoor play; risky play; active play; child development; playground safety**Keywords Plus:** PHYSICAL-ACTIVITY; ADOLESCENTS; NEIGHBORHOOD; MANAGEMENT; ANXIETY; INJURY; ISSUES

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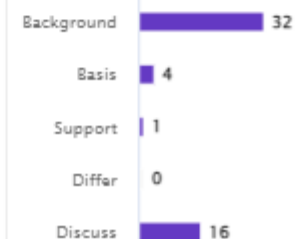
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The focus of this theoretical paper is to explore three biopsychosocial levels of children's functioning and challenging norms, and (3) physical health and development. As such, in original article in 2011 on the evolved function of risky play as an anti-phobic mechanism

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What's another word for [find it](#)

[Synonyms](#) [Antonyms](#) [Definitions](#) [Rhymes](#) [Sentences](#) [Translations](#) [Find Words](#) [Word For](#)

What is another word for **movement**?

*Need **synonyms** for **movement**? Here's a list of **similar words** from our **thesaurus** that you can use instead.*

Contexts ▼

- An act of moving
- The ability or capacity to move
- A group working together to advance its shared political, social, or artistic ideas
- A campaign undertaken by a political, social, or artistic movement
- ... more ▼

Noun ▲

An act of moving

[move](#) [motion](#) [action](#) [activity](#) [maneuver^{US}](#) [manoeuvre^{UK}](#) [act](#)

[gesture](#) [gesticulation](#) [operation](#) [shift](#) [shifting](#) [stir](#) [exercise](#)

[locomotion](#) [sign](#) [signal](#) [wave](#) [step](#) [procedure](#) [deed](#)

[performance](#) [process](#) [kinesics](#) [stirring](#) [stroke](#) [execution](#)

[implementation](#) [body language](#) [mechanics](#) [more >](#)

*"You may need to adjust your bench press **movement** to avoid injuring yourself."*

Where can I get help?


Brock Library KINE & CHYS Research Guides

<https://researchguides.library.brocku.ca>

Email the Library

libhelp@brocku.ca

Ask Us Chat service

Ask Us Chat 

<https://brocku.ca/library/chat/>



Book a Consultation

<https://calendar.library.brocku.ca/appointments/researchconsultation>

Make an Appointment Research Consultation

Your Librarian can help you:

- use the best search tools for your assignments
- find information sources on your specific topic
- develop effective research strategies
- become a confident and independent researcher

1. Select One

▼ Librarian

Research Consultation (30 minutes) ▼

☐ Justine Cotton

☒ Ian Gordon (he/him)

☐ Elizabeth Yates

☐ Kymberly Ash

☐ Denise Smith

2. Select Date:

0

Sep ▼

2023

0

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

3. Select Time:

Friday, September 29, 2023

Time Zone: Eastern Time - US & Canada ([change](#))

9:03am	9:33am	10:03am
10:33am	11:03am	11:33am
12:03pm	12:33pm	1:03pm
1:33pm	2:03pm	2:33pm
3:03pm	3:33pm	

Continue

One thing you've learned today?



Ian Gordon

Teaching & Learning Librarian
igordon@brocku.ca



Man sitting near table with laptop photo
by [Joseph Frank](#) on [Unsplash](#)

Questions / Comments?

KINE 1P93 Library Seminar



Good luck with this course and assignments!



Brock University Library